



MT GALLANT ELEMENTARY

4664 Mt. Gallant Road
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	457 Students	
Principal	Latoya N. Dixon	803-981-1360
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Good	Average
2008	Average	At-Risk
2007	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

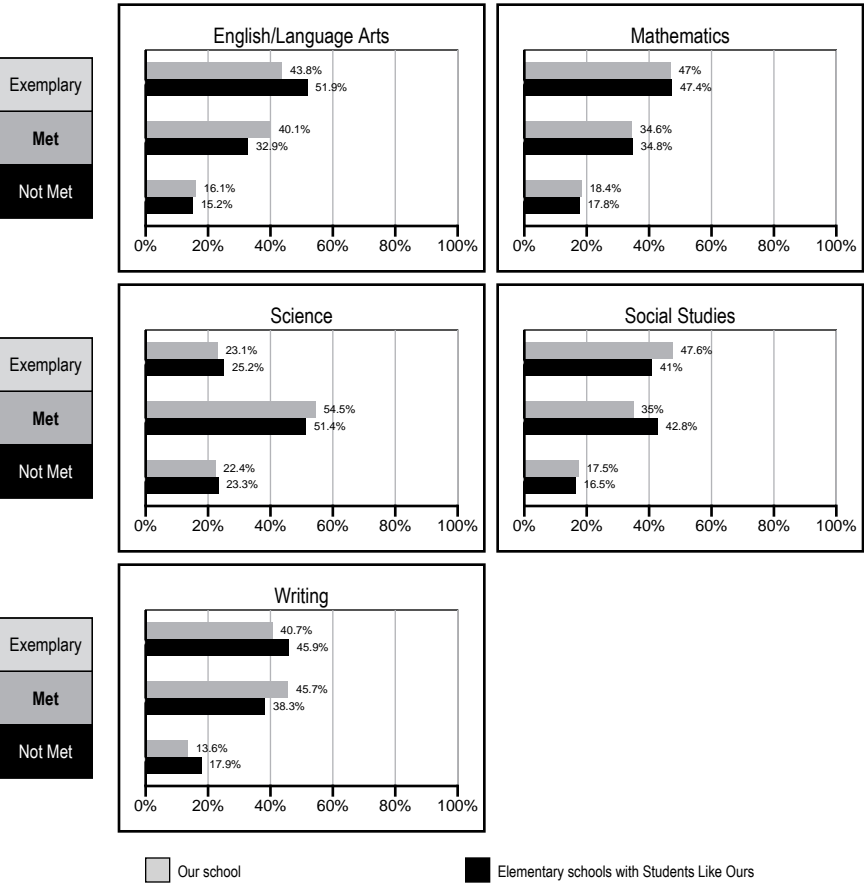
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	19	3	2	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=457)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.2%	0.8%	1.1%
Attendance rate	96.3%	Down from 96.4%	96.6%	96.2%
Served by gifted and talented program	12.7%	Down from 14.6%	20.9%	13.4%
With disabilities other than speech	3.5%	Down from 8.2%	4.2%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	66.7%	Down from 68.8%	65.1%	62.5%
Continuing contract teachers	92.6%	Up from 81.3%	89.4%	88.2%
Teachers returning from previous year	87.8%	Up from 85.4%	88.2%	87.8%
Teacher attendance rate	96.7%	Up from 96.4%	95.2%	95.2%
Average teacher salary*	\$50,460	Down 4.1%	\$48,440	\$46,773
Professional development days/teacher	7.1 days	Up from 5.7 days	9.5 days	10.5 days
School				
Principal's years at school	3.5	Up from 2.5	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 20.8 to 1	20.9 to 1	19.9 to 1
Prime instructional time	92.0%	Down from 92.3%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 92.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,388	Down 3.2%	\$7,091	\$7,447
Percent of expenditures for instruction**	74.9%	Up from 74.1%	70.1%	68.4%
Percent of expenditures for teacher salaries**	74.1%	Up from 72.0%	68.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Mt. Gallant Elementary strives for continuous improvement each school year. We are proud of the accomplishments of our staff, parents, and students. Our school has a long standing tradition of excellence, and we work diligently to make forward progress in the area of student achievement each school year. Our teachers continued their work in Professional Learning Teams during the 2010-2011 school year to analyze data, plan collaboratively, and use data to inform their instruction. Our collaborative efforts with the greater school community have helped us make progress in the area of student achievement.

During this school year, the PTA continued their committed support of our school by recruiting volunteers, sponsoring school activities, and raising funds for school projects. Parents and community members spent numerous hours volunteering as reading buddies, field trip chaperones, library helpers, and mentors.

The School Improvement Council met throughout the school year and discussed ways to improve our school as well as many legislative topics as they relate to public education. We worked to improve parent involvement and knowledge of school activities, issues, and functions with all parents in our school.

In addition to our character education program, "The Knightway is The Right Way", and our character and leadership development club for boys in grades four and five (Knights of the Roundtable), we implemented a character and leadership development club for girls in grades four and five, known as Gallant Girls. Numerous community members, including our mayor, Mr. Doug Echols, participated as guest speakers and mentors for both clubs.

We are extremely proud of our 2010 Palmetto Silver Award and are committed to our work as a professional learning community. We will work to ensure that all students are receiving a quality educational experience at Mt. Gallant Elementary school and believe that by working together with students, parents, and the greater school community we will be able to continue the progress made thus far. Our commitment to providing an engaging educational experience for each child is unwavering, and we are dedicated to our work as we prepare our future, one child at a time.

Latoya N. Dixon, Principal
Trey Parrish, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	76	34
Percent satisfied with learning environment	100.0%	94.7%	76.5%
Percent satisfied with social and physical environment	100.0%	89.5%	84.8%
Percent satisfied with school-home relations	91.3%	93.4%	85.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	231	95.2	15.7	40.3	44	89.4	83.1	82.4	Yes	Yes
Gender										
Male	106	93.4	19.4	45.9	34.7	85.7	79.5	78.7	N/A	N/A
Female	125	96.8	12.7	35.6	51.7	92.4	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	146	95.9	10.1	37	52.9	93.5	91.2	88.9	Yes	Yes
African American	68	92.7	32.8	47.5	19.7	77	72.4	72.9	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	95.7	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	83	I/S	I/S
Disability Status										
Disabled	29	96.6	50	46.4	3.6	60.7	54.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	105	92.4	23.7	45.2	31.2	83.9	75	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	231	95.2	18.1	34.7	47.2	86.6	83.2	81.9	Yes	Yes
Gender										
Male	106	93.4	15.3	42.9	41.8	88.8	80.9	79.9	N/A	N/A
Female	125	96.8	20.3	28	51.7	84.7	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	146	95.9	11.6	32.6	55.8	89.9	91	88.9	Yes	Yes
African American	68	92.7	34.4	45.9	19.7	77	72.6	71.4	Yes	Yes
Asian/Pacific Islander	11	100	9.1	9.1	81.8	100	96.4	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.2	84.4	I/S	I/S
Disability Status										
Disabled	29	96.6	60.7	35.7	3.6	46.4	51.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	105	92.4	26.9	34.4	38.7	79.6	75.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	151	96.7	22.4	54.5	23.1	77.6	72.1	68.6
Gender								
Male	70	95.7	22.4	56.7	20.9	77.6	71.1	68.3
Female	81	97.5	22.4	52.6	25	77.6	73.2	68.9
Racial/Ethnic Group								
White	98	98	11.7	58.5	29.8	88.3	84.8	80.7
African American	42	92.9	52.6	44.7	2.6	47.4	54.6	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	61.7	70.8
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	58.8	43.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	63.5	60.7
Socio-Economic Status								
Subsidized meals	66	95.5	36.7	48.3	15	63.3	60.3	57.3

Social Studies								
All Students	150	96	16.9	35.2	47.9	83.1	75.9	72.5
Gender								
Male	69	94.2	17.2	34.4	48.4	82.8	75.8	72
Female	81	97.5	16.7	35.9	47.4	83.3	76	73.1
Racial/Ethnic Group								
White	91	97.8	9.1	34.1	56.8	90.9	85.6	81
African American	48	91.7	37.2	41.9	20.9	62.8	63.2	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.9	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	73.5
Disability Status								
Disabled	20	95	42.1	47.4	10.5	57.9	45.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.7	69.7
Socio-Economic Status								
Subsidized meals	68	94.1	27.4	45.2	27.4	72.6	65.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	83	100	13.6	45.7	40.7	86.4	75.7	73.2	96.3	96.2
Gender										
Male	42	100	22	43.9	34.1	78	71	67.2	96.4	96.1
Female	41	100	5	47.5	47.5	95	80.6	79.4	96.3	96.3
Racial/Ethnic Group										
White	56	100	9.1	47.3	43.6	90.9	87.4	81.5	96.4	96.1
African American	22	100	28.6	47.6	23.8	71.4	60.2	61.3	95.7	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.5	87	98.1	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.3	66.7	97.1	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	95.8	94.6
Disability Status										
Disabled	11	100	N/AV	N/AV	N/AV	54.5	36.4	26	96.5	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.7	65.7	98.5	96.7
Socio-Economic Status										
Subsidized meals	34	100	21.9	43.8	34.4	78.1	64.6	63.2	95.6	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	79	100	16.7	25.6	57.7	83.3
	4	93	98.9	23.9	39.8	36.4	76.1
	5	98	100	15.2	29.3	55.4	84.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	72	93.1	18.2	21.2	60.6	81.8
	4	75	93.3	17.4	49.3	33.3	82.6
	5	84	98.8	12.3	48.1	39.5	87.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	79	100	19.2	37.2	43.6	80.8
	4	93	98.9	19.3	54.5	26.1	80.7
	5	98	100	21.7	39.1	39.1	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	72	93.1	22.7	18.2	59.1	77.3
	4	75	93.3	21.7	40.6	37.7	78.3
	5	84	98.8	11.1	43.2	45.7	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	39	100	39.5	42.1	18.4	60.5
	4	92	100	29.5	62.5	8	70.5
	5	48	100	20.5	54.5	25	79.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	34	100	27.3	36.4	36.4	72.7
	4	75	93.3	23.2	59.4	17.4	76.8
	5	42	100	17.1	61	22	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	40	100	7.5	15	77.5	92.5
	4	92	100	15.9	58	26.1	84.1
	5	50	100	18.8	39.6	41.7	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	34	97.1	12.1	21.2	66.7	87.9
	4	75	93.3	11.6	43.5	44.9	88.4
	5	41	100	30	32.5	37.5	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	80	100	20.3	36.7	43	79.7
	4	93	100	27.8	47.8	24.4	72.2
	5	97	100	19.6	38	42.4	80.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	83	100	13.6	45.7	40.7	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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